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ABSTRACT

Presented is a model for the design of inservice programs for teachers of children with learning disabilities. Experiences at the Merrimack Education Center (Massachusetts) are said to suggest that program development be preceded by assessment of local needs, and agreement on educational goals and teacher roles. The model recommends that inservice teacher education programs be responsive to the following three interacting dimensions: organizational structure, including personnel and role assignments; decision-making competencies expected of the teachers; and the cognitive affective, and psychomotor behaviors evidenced by teachers. Data related to these three dimensions are said to be determined by systematically delineating the competencies required for teaching normal youngsters; determing the special competencies needed to cope with any child who has special problems related to school learning and performance; and defining the special competencies which must be mastered because of the unique characteristics of different handicapping conditions. Various teacher competencies required by special educators are summarized, including, competence in psychoeducational aspects of special education (diagnostic and recording skills), competence in planning, developing, utilizing and evaluating a variety of effective teaching/learning activities and situations; and competence in assisting students to understand and accept their abilities and limitations. (GW)

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PREPARING EDUCATORS in an IN-SERVICE PROGRAM in LEARNING DISABILITIES

A field study report.....

As presented at:

A.C.L.D. Convention
March 15, 1973

Jean E. Sanders
Merrimack Education Center

EC 051 772

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Course Outline

ABSTRACT

This document focuses on various aspects of establishing a systematic approach to in-service preparation for teachers of children with learning disabilities. The in-service model described is exemplary of an intensive program designed and conducted by staff and consultants for the Merrimack Education Center, Chelmsford, Massachusetts.

The program objectives are defined and a systematic approach to building instructional programs is demonstrated. The instructional programing model begins with pre-assessment continuing through the post-assessment.

The task of designing a complete course for teachers in learning disabilities is infinitely complex; when one examines all the skills and attitudes which must be developed by a training program, the tasks for facilitators are monumental. Therefore, this systematic approach is meant to serve as a model for the design of training programs to meet locally specified objectives identified as pertinent to the instructional process. Much of the development of a training program is initiated within the program itself, and eventually results in the individual assuming responsibility for his own learning as well as for building instructional programs for children in classrooms.

This document has been developed by the Merrimack Education Center from actual experiences in a preparation program for teachers. Facilitators will find it useful to read through the document and to select those parts of it that are pertinent to their own situations. A selected bibliography of ERIC documents relating to learning disabilities and in-service education is included.

INTRODUCTION

The purpose of our discussion today is to present a model for teachers in special education and a means for the implementation of this in-service model. We will describe the planning and initiation of a staff development program for teachers in the collaborating school systems of the Merrimack Education Center. The Center, known as MEC, began operation in 1966 as a regional Center for educational innovation under a planning grant from Title III of the Elementary and Secondary Act.

Located in the northeastern part of Massachusetts, on the New Hampshire border, MEC is a link between the participating school systems as well as these school systems and outside agencies. Organizationally, MEC is administered by an executive board of twelve superintendents, representative of their respective school boards. The Town of Chelmsford serves as the local educational agency.

Essentially a grass roots organization, local financial participation in the support of the Center is one of its important features. Each district is able to maintain its own individuality through customizing efforts of MEC. Operating intentionally lean, the Center staff consists of four full time professionals, several part time professionals, doctoral interns, and a secretarial staff. In addition, the Center brokers in noted educational consultants on a per diem basis for specific purposes.

The professional standing of the Center is enhanced by its excellent relationships with neighboring institutions of higher learning. Boston College, and Fitchburg State College have granted credit for courses taken in the MEC communities; Boston University, Northeastern University, and Boston College participate in the administrative intern programs while the University of Massachusetts, Fitchburg State College, and Bridgewater State College participate in the teacher intern program. Additionally, Fitchburg State College is instrumental in operation of MEC's LEAGUES for INDIVIDUALLY GUIDED EDUCATION.

The staff development model which we are presenting here is one of the on-going programs of the Center. In order to support this collaborative model of staff development based on periodic needs assessment, the

Graduate and Continuing Studies Division of Fitchburg State College, under the leadership of Dr. John Nash, agrees to grant graduate credits to teachers for programs of study which meet graduate requirements. This opportunity for teachers to receive credit towards advanced degrees and at the same time satisfy their learning needs greatly enhances the value of staff development programs. A similar collaborative arrangement has been entered into with Middlesex Community College and courses for educational personnel, para-professional and office personnel, as well as for parents have recently been initiated.

The Center provides a readily accessible microfiche library system (ERIC) which gives educators working access to the latest research in education. Systematic refinement of existing information systems is undertaken to bridge the gap between the rapidly increasing knowledge about special education problems and implications this knowledge has for the exceptional individual in the classroom.

NEEDS ASSESSMENT

According to Havelock[1] legitimacy of an organization begins with the initial rapport with clients. The acceptance of a program in any given instance will be due in large measure, not only to the basic need for it, but to how well the groundwork has been laid, and how much attention has been paid to the development of rapport as the program develops. The introduction of this present in-service program was preceded by teacher familiarity with other MEC programs and services and also it was preceded by a systematic program of needs assessment. The participating schools themselves were instrumental in pointing out the need to do something with students having learning disabilities. Program planning, then, begins with significant inquiries. The most important data collected is concerned with the needs which local schools themselves perceive. With this in mind, MEC has developed and administered an annual needs assessment based on formal and informal procedures around which it brokers programs.[2]

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[1] R. Havelock. The Change Agent's Guide to Innovation in Education. Educational Technology Publications, New Jersey, 1973.

[2] A sampling from the needs assessment questionnaire is found in the appendix to this report. For more information on the conduct of a needs assessment within a local collaborative refer to Evans, Lavin, and Peebles, in the bibliography of this paper.

The first annual needs assessment, conducted by MEC in local schools was administered in Fall of 1970. Eighty-five percent of the teachers and administrators filled out a questionnaire based on current "buzz words" (topics) to identify their critical needs according to school building, town, and region. The needs assessment data indicated ten high priorities; of these, two were (1) providing individualized instruction, and (2) teaching children with learning disabilities.

The initial needs assessment data, indicated a need to provide timely in-service learning experiences that would keep teachers up to date on new educational concepts and techniques in special education.

HIGH PRIORITY NEEDS - Provision for Learning Styles

The late Paul Mort argued that "the golden strand among the bundles of straw about us in education appears to be adoption of responsibility by the school system that all children shall learn." We are pleased that in the MEC region, as across the nation, we have seen a heightened response to individual learning needs in terms of integration of special education students within "mainstream" or "majority" education. In fact, it has been said that the dominant reality in American education today is the awareness of individual differences and the need to make provision for them while according to Fredrick and Klausmeier, this is just beginning to be done in our better school systems. [1] Innovative programs such as Individually Guided Education have leant further legitimacy to the role of the special educator in programs providing for individual differences. Schwartz [2] now sees the essential problem as:

> one of translating current knowledge about (a) changing populations of exceptional children, (b) existing services and rehabilitation services for special education, and (c) evolving conceptualizations about the nature and process of special education into curriculum format.

All of these changes must be communicated to teachers who are presently in-service. Due to mandates for integration of special education youngsters

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[1] W. Fredrick, and H. Klausmeier, "Cognitive Styles: A Description" Educational Leadership, 27, 7, April '70.

[2] L. Schwartz, "An Integrated Teacher Education Program for Special Education," Exceptional Children, February, 1967. Volume 33, #6.

into majority education we are presently faced with conflicting problems presented by the rapidly changing concepts and current practices. According to Havelock[1] the existing leadership in public schools has two responsibilities: one is maintenance of the system the way it is, and the other is changing the system so that it performs better. The leader is both an agent of change and a resister of change. Deno[2] describes how educational changes occur very, very slowly; yet, movement away from the "disease" model (categorical model) in special education is now evident on many fronts. Most of our serious binds now are not in a lack of a knowledge base from which to proceed but rather.... "our primary problems are how we can get what we know packaged for better delivery."

Of course, one of these delivery mechanisms[3] is in-service education for practitioners in the public schools. At MEC we serve a major purpose of information delivery by analyzing the teacher's role in special education integration, and then translating this knowledge into practical programs. The functions of the teacher will need to be defined more adequately and the nature and scope of her role brought into clearer focus. The framework resulting from our field study, along with guidelines, assists teachers with self-evaluation through a pre-assessment of needs and a post-assessment of competencies. The areas of competence presented in our report represent a careful reconciliation of findings derived from the literature as well as the results of contributions from a number of experienced educators. However, this model is not meant to be rigid or inflexible; rather it is a systematic approach that can be modified for purposes of adaptation to local school and community conditions. Therefore, the initial needs assessment and pre-assessment stages (utilizing specified instruments described in the appendix to this report) are two important steps prior to implementing in-service training. It should be clearly noted that we do not claim to have presented a cure; however, what is offered is an exemplary model, a comprehensive frame of reference that can be utilized to enhance in-service training programs. It is hoped that the model of the program presented today will provide a working basis and, when modified to meet locally existing circumstances, will facilitate the improvement of in-service teacher education.

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[1] R. Havelock, ibid.

[2] E. Deno, "Special Education: The Need for Reform" ED 058 677.

[3] For other services in response to the identified needs, see Figure _____.

ESTABLISHING GOALS - to Build Programs

We have prepared a model to serve as a focus and a frame of reference. All educational procedures are generated from (1) values and beliefs about human learning and , (2) the kinds of environments that will promote optimal learning. Our model may be clearer if we define what we mean by teaching/learning interactions. We are in basic agreement with Bruce Joyce's definition which reads as follows:

> Teaching can be described as a process by which teacher and students create a shared reality (agreements about what exists) and a shared set of values and beliefs (agreements about what is important.) [1]

These shared realities and values shape our model of in-service programs and eventually the teaching activities within local classrooms. It is not surprising that people care greatly about the model they use and seek constantly to improve it; we initially set our task by listing various sources of models which included Myklebust, Karnes, Kephart, Engle, Bortner, Zigmond, Haussermann, and many , many others. It was necessary to survey the literature and research findings for a comprehensive framework. From this framework we were able to formulate generalizations which provide the initial direction for in-service programs. Included within our in-service program we wanted to share with teachers a systematic approach which they could, in turn, utilize in the local classrooms.

BASIC ASSUMPTIONS for the MODEL

In-service programs must take into consideration several fundamental factors when developing teacher competencies. (These assumptions are presented in the listing on the next page.) [2]

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[1] Bruce Joyce, "The Training of Educators, " Teachers College Record, Volume 73, #3, February, 1972.

[2] Competency-based teacher education is an approach to developing a systematic method by which teachers acquire specific skills considered necessary to function effectively.

BASIC ASSUMPTIONS

1. WE ARE PRESENTLY COMMITTED TO INTEGRATED SPECIAL EDUCATION STRATEGIES WITHIN BASIC INSTRUCTIONAL PROCESSES OF THE SCHOOL.

2. EACH TEACHER IS A "PROBLEM-SOLVER"....A DECISION-MAKER, AND FACILITATOR OF LEARNING.

3. AN IN-SERVICE PROGRAM FOR TEACHERS IN LEARNING DISABILITIES REQUIRES NEW EMPHASIS ON PSYCHOEDUCATIONAL ASPECTS OF SPECIAL EDUCATION.

4. THE ROLE OF THE TEACHER, ALBEIT AN EVOLVING ONE, MUST BE RELATED TO (A) GOALS OF EDUCATION AS DEFINED BY STATE AND LOCAL SYSTEMS; AND (B) NEEDS OF PUPILS.

5. IF COMPETENCY (1) IS TO BE IMPROVED IT MUST RESULT FROM APPROPRIATE IN-SERVICE TRAINING WHICH ALTERS TEACHER BEHAVIORS.

FIGURE ONE

EMERGING ROLES OF THE CLASSROOM TEACHER

As evidenced by our basic assumptions, we believe the teacher's role is changing. Since the teacher's role in a school emphasizing individual learning styles and integration of special education students is not as simple as the classic role, the teacher needs to be trained in specific skills. Teachers in schools implementing Individually Guided Education are spending more time in professional responsibilities such as planning and evaluating instruction, staffing of pupils in conferences, and observation and diagnosis. These are all distinct goals for teacher training since the traditional teacher preparation models have not included these roles and teachers who are presently in-service have not been exposed to some of these newer concepts.

The obvious implication is that training programs should be designed to develop certain requisite skills. Observing that the teacher's role in the classroom drama is subtly changing, the teacher becomes what we believe she was always meant to be...the diagnostician. In this role as diagnostician, the teacher will need to develop such skills as administering and interpreting diagnostic instruments of a formal and informal nature. Her observational skills and clinical judgment will need to be improved. The assessment process will put her in a better position to select proper learning activities and to prescribe individual instruction.

Additionally, the role of teacher as a facilitator of learning presupposes a level of professional ability that goes beyond that of diagnostician. [1] The facilitator needs to be a master teacher trained to initiate plans, and to select and program instructional strategies, techniques, and materials, according to particular styles of learning. The teacher's role now places new emphasis on qualities of leadership and management. Teachers spend increasing hours in planning and evaluating instructional programs, guiding and counseling pupils, and determining instructional needs. The MEC preparation program trains qualified personnel to assume these roles and to evidence competency in the types of skills necessary to integrate learning disability youth into comprehensive classroom programs.

CONCEPTUAL FRAMEWORK for TEACHER COMPETENCIES

A conceptual framework for identifying teacher competencies in special education is suggested from the cubical model depicted in Figure .

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[1] A significant characteristic which gives the edge to the MUS/IGE School is that it provides for on-going, building-based, in-service training for teachers and unit leaders. Diagnosis of educational needs and selection of programs and procedures are the professional responsibilities recommended.

Three basic components then guide development of teacher training programs. The organizational structure, including personnel and roles, is the first of these three components. We have indicated how the role of the classroom teacher is subtly changing and the model indicates how the role or para-professionals can be integrated into the educational organization. In-service programs planned initially for classroom teachers should be developed for paraprofessionals, for principals, and for all special educators. Even within these categories, there are persons who possess greater degrees or lesser degrees of skill. [1]

The second basic component or dimension to our model is the type of decision-making competency expected of the teacher; these range from the technical level skills all the way through classroom management. (although only five are identified here, it is obvious that there are many others and local persons in charge of in-service training would need to delineate these.) These skills in decision-making are described in detail in some of our other publications. [2]

The third basic component of our model is the realm of behaviors evidenced by teachers in cognitive, affective, and psychomotore categories. The model presented suggests a paradigm for educational in-service programs that is responsive to the three interacting dimensions. We have suggested that these three major components should guide the planning and design of in-service programs. Data related to these three dimensions are determined by utilizing a planning process following the instructional programming model. [3] The I.P.M., as it is called is summarized in Figure .

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[1] For example, Katz has defined in the "Developmental Stages of teachers" four distinct levels of teaching behavior. (ED 057 922)

[2] See in particular the MEC Teacher Aide Guidebook

[3] The IGE/MUS publications thoroughly depict the instructional programming model for the teachers to incorporate in classroom planning.

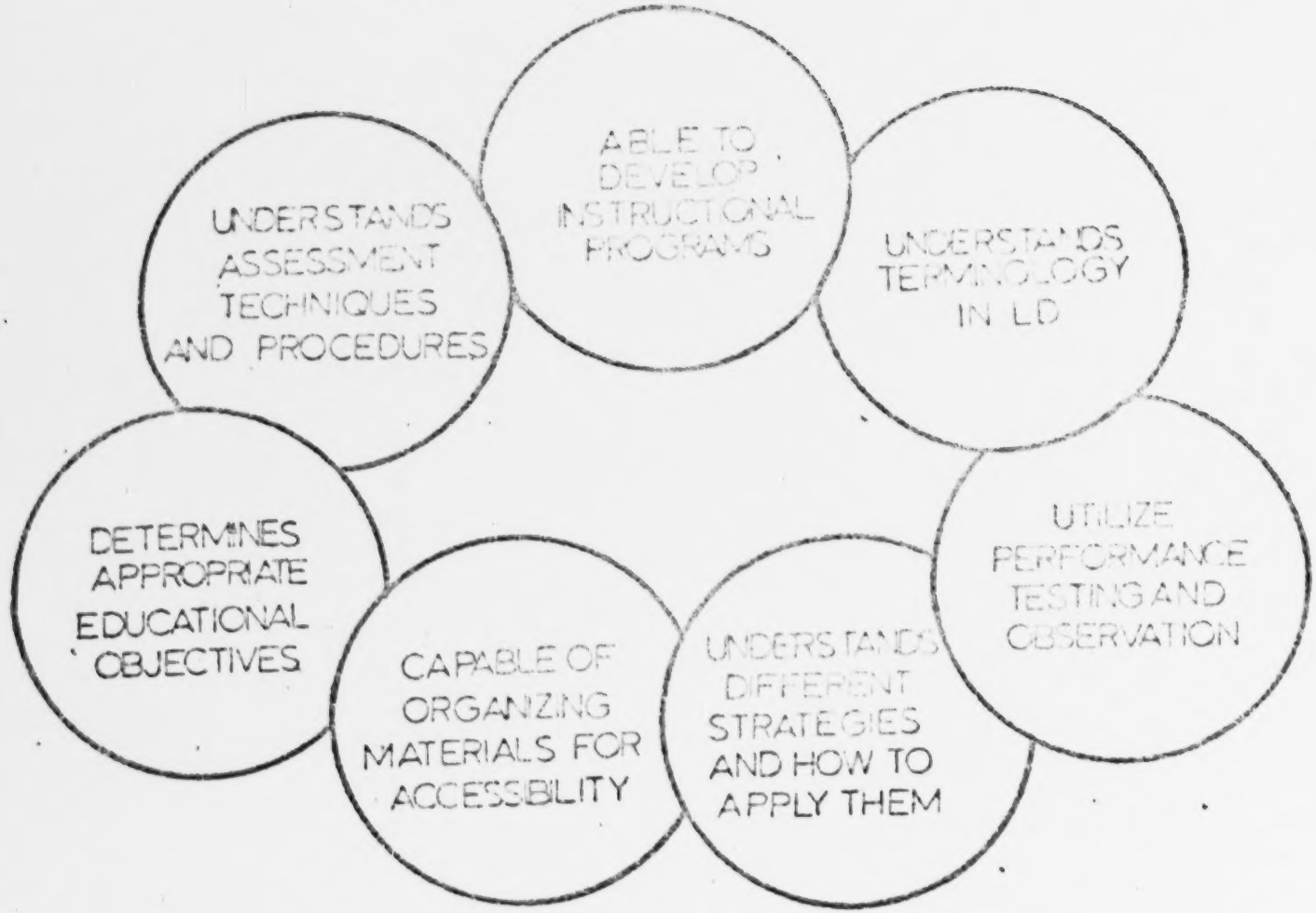
INSTRUCTIONAL PROGRAMMING MODEL (IPM)

1. SYSTEMATICALLY DELINEATE THE GENERAL CORE OF COMPETENCIES REQUIRED FOR TEACHING YOUNGSTERS WHO DO NOT MANIFEST SEVERE LEARNING/BEHAVIOR PROBLEMS

2. DETERMINE THE ADDITIONAL CORE OF SPECIAL COMPETENCIES NEEDED TO COPE WITH ANY CHILD WHO HAS SPECIAL PROBLEMS RELATED TO SCHOOL LEARNING AND PERFORMANCE

3. DEFINE THE ADDITIONAL CORE OF SPECIAL COMPETENCIES WHICH MUST BE MASTERED BECAUSE OF THE UNIQUE CHARACTERISTICS OF A GROUP WHICH HAS BEEN ASSIGNED A PARTICULAR LABEL

CLASSROOM TEACHER COMPETENCIES


ABLE TO DEVELOP INSTRUCTIONAL PROGRAMS
UNDERSTANDS ASSESSMENT TECHNIQUES AND PROCEDURES
UNDERSTANDS TERMINOLOGY IN LD
DETERMINES APPROPRIATE EDUCATIONAL OBJECTIVES
CAPABLE OF ORGANIZING MATERIALS FOR ACCESSIBILITY
UNDERSTANDS DIFFERENT STRATEGIES AND HOW TO APPLY THEM
UTILIZE PERFORMANCE TESTING AND OBSERVATION

In order to define our program objectives, it was first necessary to define what the qualified teacher should evidence as competence.[1] Additionally, teacher training programs reflect the needs to prepare master teachers for the rapidly evolving role as clinical/psychoeducational diagnosticians equipped to select and utilize appropriate educational strategies, technological equipment, materials and activities.

The role of the teacher in special education fits very neatly into the Instructional Programming Model as developed by the Wisconsin R & D Center for Individually Guided Education which is summarized as follows:

PROFESSIONAL COMPETENCIES:

* DIAGNOSING AND ASSESSING PUPIL NEEDS
* PRESCRIBING INSTRUCTIONAL PROGRAMS AND INITIATING TEACHING PLANS (CREATING, SELECTING, AND/OR MODIFYING MATERIALS FOR INSTRUCTIONAL PROGRAMS)
* FACILITATING LEARNING
* COUNSELING AND CONFERRING WITH STUDENTS
* EVALUATING STUDENT PROGRESS BY OBSERVING AND RECORDING SIGNIFICANT PUPIL BEHAVIORS

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[1] For economies of time and space, we have accepted the IOTA SIX AREAS of TEACHER COMPETENCY as meeting the criteria spelled out by Adelman in the previous Figure. This delineates the core of competencies required for teaching youngsters within majority education. These are not presented here; however, reference to IOTA is found in the bibliography.

With these competencies in mind, the scope of the course includes assisting teachers in considering the conditions under which success is possible for children with problems in learning; alerting teachers to the necessity of providing individualized approaches to instruction for students with learning disabilities; and demonstrating through the model and structure of the course itself, how to build individualized instructional learning programs. Thus, the teachers who participate are thoroughly prepared in the I.P.M. to individualize instruction in the classroom utilizing developments from such fields as educational psychology, special education, and research in learning theory. Teachers learn about...

* EDUCATIONAL OBJECTIVES
* REFINED MEASUREMENT TECHNIQUES
* MANAGEMENT INFORMATION SYSTEMS

Of course, utilizing the Katz concept of developmental stages, we must deal with the reality of different competencies in these differing areas. This is taken into consideration in various models of differentiated staffing such as in the MUS/IGE schools where strategies have been developed to use the talents and skills of many individuals. The differentiated approach provides more efficient use of the expertise of more highly trained teachers than has been heretofore possible in the classic self-contained classroom with one teacher and thirty pupils. In the MUS model, you will find several aides assisting a team of teachers chaired by a unit leader. With this schema fully implemented the teacher is clearly in the role of decision-maker. The division of labor created by various differentiated staffing programs changes from one staffing model to another depending upon the kind of educational, social, or economic needs to be resolved. The differentiated staffing pattern of the MUS is best viewed as an organized system utilizing staff to achieve educational goals and objectives specified locally. [1] Individuals within this framework are trained to play various supportive roles in the teaching/learning environment.

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[1] Herbert J. Klausmeier and Roland Pellegrin, "The Multiunit School: A Differentiated Staffing Approach," in Bushnell and Rappaport (Eds) Planned Change in Education

SPECIFIC COMPETENCIES for Teachers in Special Education

In determining objectives for teacher education programs in special education we concur with Adelman [1] that.....

> successful teachers of the educationally handicapped are not just specialized teachers, but very competent regular teachers with special attributes...successful teachers of youngsters who manifest school learning and behavior problems need these special attributes and then some.

Of course, the problem comes in defining "special attributes", and "special qualities." The areas of competence have been broadly stated as goals and depicted in the Conceptual Model . When these areas are broadly delineated, the framework provides a basis for establishing a pattern and sequence of specific competencies which can be developed.

Adelman further recommends that teacher trainers should....
(see Figure _____)

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[1] Howard Adelman, "Teacher Education and Youngsters with Learning Problems." In Journal of Learning Disabilities. Volume 5, Number 10. December, 1972.

TEACHER COMPETENCIES As SPECIAL EDUCATORS*

I. The teacher evidences competency in psychoeducational aspects of special education

   a. utilizes clinical judgment and task analysis to develop skills in observation and performance testing

   b. allows for analysis of uniqueness of each student's learning style

   c. utilizes effective procedures to collect and record information about each pupil through a variety of instruments and techniques to diagnose student difficulties

   d. observes and records pupil's needs during individual and group sessions

II. As Facilitator of learning, the teacher demonstrates a high level of competence in planning, developing, utilizing, and evaluating a variety of effective teaching/learning activities and situations

   a. seeks to skillfully assist each student according to his learning style utilizing principles of growth and development

   b. utilizes specialized services and sources of information appropriately

   c. utilizes supportive personnel and special agencies

   d. selects and utilizes multisensory learning aids when appropriate

---

* This is assuming that SIX AREAS OF TEACHER COMPETENCE as presented by IOTA Council are acceptable as the general core of competencies required for teaching youngsters who do not manifest severe learning/behavior problems. The classroom teacher or unit leader who is a master teacher develops the additional core of special competencies described herein.

TEACHER COMPETENCIES as SPECIAL EDUCATORS
Page 2

III. Assists the student to understand and accpet his own abilities and limitations...his strengths and weaknesses

a. enhances relationships and understanding for handicapped children

b. works closely with parents in the solution of physical and mental health problems of pupils

c. assists pupils in defining realistic goals in light of competencies; enhances the opportunities for development of new competencies for normal and exceptional students alike

SUMMARY: In-Service Programs in Perspective

In defining objectives of an in-service program, we attempted to identify, analyse, and describe areas of competency for teachers in special education within a comprehensive definition of the role of "teacher." In this process, similar activities in schools in other states have been investigated (through ERIC and journal bases) and compared as were numerous documents on in-service education. In the present in-service program, we present Teacher Competencies in Special Education. These have been based upon the outline presented in the IOTA Six Areas of Competence.

Our pilot study has been composed primarily as a result of research through the ERIC literature as well as our experiences in training programs for teachers and para-professionals in the area of learning disabilities. Experiences from this pilot program and knowledge gained from the literature suggest that a school system should give immediate attention to the implications of in-service training in light of special education integration. It is strongly recommended that administrators move without delay to identify areas of professional competence that the master teacher can assume. Additionally, we should take care to ensure that these are stated in realistic, behavioral terms.

Educators in special education have begun to undertake the massive efforts needed to develop specific objectives and to use these as guidelines for planning, implementing, and evaluating in-service and pre-service preparation programs. Advances are being made towards implementing needs-assessment based approaches. While it is possible that some objectives are difficult to operationalize immediately (smooth integration will probably require gradual implementation over a three year period) the processes necessary to formulate such objectives are helpful. More explicit applications of systematic planning and decision-making are necessary as are strategies for preparing teachers in the use of systems analysis and management information systems.

SUMMARY

As the field of education moves closer toward "individualized" approaches to meet varying learning styles there is encouraging evidence that we have heightened awareness of individual differences; not just in problem learners but in the general population as well. There are difficulties to be overcome, it is true; programs in special education have not kept pace with the needs identified. Provision for continuing in-service programs, in addition to pre-service preparation, and practicum experiences are presently crucial needs.

APPENDICES

* ADMINISTER NEEDS ASSESSMENT

* DETERMINE LONG-RANGE GOALS AND OBJECTIVES

* SPECIFY TEACHER COMPETENCIES IN BEHAVIORALLY SPECIFIC TERMS

* DEVELOP INSTRUCTIONAL MODULES TO TEACH THESE BEHAVIORS

* UTILIZE A POST-ASSESSMENT TO DETERMINE IF OBJECTIVES HAVE BEEN MET

Summary of DEVELOPMENTAL STAGES OF TEACHERS

According to Katz, the teacher is not able to internalize all of these roles and competencies within the first few years of teaching but passes through concise developmental stages:

1. Stage One.....Survival

   Can I survive?...until the end of the week? next vacation?

2. Stage Two....Consolidation

   The teacher is able to differentiate specific tasks and skills. She is able to focus on individual problems and problem situations. She can identify individual children whose behaviors depart from the pattern of most of the children she knows.

   The "stage two" teacher has a need for information about specific children or information of resources and is capable of using a wider range of resources as appropriate.

3. Stage Three.....Renewal

   Training here should focus on who is doing what and where. A more eclectic approach is possible. What are the newer techniques, approaches, amaterials, and ideas? She can rely on the peer processes and learn from colleagues at programs, conferences, and workshops, as well as through professional associations and participation in meetings.

4. Stage Four.....Maturity

   The teacher is concerned with historical and philosophical roots...the nature of growth and learning as well as how decisions are made. The focus is on how schools can change society through interacting and relating experiences gained over time.

---

[1] Lillian Katz, ED 057 922

Do you think the course has influenced your progress in each of the following areas?

IN THIS AREA, my course work has:

(a) Hindered my progress

(b) Not influenced me one way or the other

(c) Helped my progress a little

(d) Helped my progress a great deal

1.	Knowing about terminology in learning disabilities	a	b	c	d
2.	Helping me to appreciate learning disabilities	a	b	c	d
3.	Developing my skills in observation and performance testing	a	b	c	d
4.	Learning about visual and auditory perception	a	b	c	d
5.	Developing my abilities in planning instructional programs	a	b	c	d
6.	Improved my understanding of cognitive skills	a	b	c	d
7.	Understanding learning theory	a	b	c	d
8.	Increased my knowledge of psychomotor and psycholinguistic skills	a	b	c	d
9.	Increased my familiarity with assessment and diagnosis techniques	a	b	c	d
10.	Helped me to appreciate effects of learning disabilities on classroom behaviors.	a	b	c	d

PRE-ASSESSMENT: Learning Disabilities

Please encircle the appropriate numeral on a scale from (1) to (4); one represents a need for further information and four representing no immediate need for further information.

1	2	3	4
I need more information on this topic.	I have read a little on this topic.	Have read some matte-rial on topic.	Have read extensively on topic.

a.	assessment techniques and procedures	1	2	3	4
b.	psychomotor skills	1	2	3	4
c.	visual perception	1	2	3	4
d.	auditory perception	1	2	3	4
e.	communicative disorders	1	2	3	4
f.	reading disability	1	2	3	4
g.	language disability	1	2	3	4
h.	definition of learning disability	1	2	3	4
i.	terminology in this field	1	2	3	4
j.	observation & perfor-mance testing	1	2	3	4
k.	instructional programing	1	2	3	4
l.	individualizing instruction	1	2	3	4
m.	educational objectives	1	2	3	4
n.	cognitive skills	1	2	3	4

MERRIMACK EDUCATION CENTER

STAFF DEVELOPMENT PROGRAM

FEEDBACK SHEET

Title of Program _____ Date _____

1. To what extent do you feel this program is meeting your learning needs? (Circle one number)

1	2	3	4	5	6	7	8	9
Not at all								Extremely Well

2. To what extent do you feel you will be able to apply your learning from this program in your work? (Circle one number)

1	2	3	4	5	6	7	8	9
Not at all								Extremely Well

3. Check all of the words in the following list that describe your feelings at this point in the program: (Write in other words as appropriate.)

___Angry	___Annoyed	___Anxious	___Bored
___Confident	___Confused	___Contented	___Depressed
___Discouraged	___Elated	___Exhausted	___Frustrated
___Happy	___Hopeful	___Interested	___Joyful
___Motivated	___Optimistic	___Pessimistic	___Pleased
___Satisfied	___Stimulated	___Successful	___Threatened
___Troubled	___Worried	___ _____	___ _____

4. What have been the most useful parts of the program for you?

5. If you could change this program in order to make it more useful for participants, what change(s) would you make? (Use the other side of this sheet if necessary.)

3. CHECK ALL OF THE WORDS IN THE FOLLOWING LIST THAT DESCRIBE YOUR FEELINGS AT THIS POINT IN THE PROGRAM: (WIRTE IN OTHER WORDS AS APPROPRIATE.)

%		%		%		%	
____	Angry	____	Annoyed	9.5	Anxious	4.7	Bored
38.1	Confident	4.7	Confused	9.5	Contented	____	Depressed
14.3	Discouraged	4.7	Elated	4.7	Exhausted	4.7	Frustrated
33.3	Happy	61.9	Hopeful	80.0	Interested	14.3	Joyful
76.2	Motivated	52.4	Optimistic	____	Pessimistic	47.6	Pleased
23.8	Satisfied	76.2	Stimulated	28.6	Successful	____	Threatened
9.5	Troubled	4.7	Worried	4.7	Impressed	4.7	Tired
				4.7	Overwhelmed by all the materials		

Range: 1 - 13; $\bar{X}$ = 6.2; mode 5 - 7

No. of choices	No.	%	
1	2	9.5	
4	2	9.5	
5	6	28.6	61.9
6	3	14.3	
7	4	19.0	
9	1	4.7	
10	1	4.7	
12	1	4.7	
13	1	4.7	

4. WHAT HAVE BEEN THE MOST USEFUL PARTS OF THE PROGRAM FOR YOU?

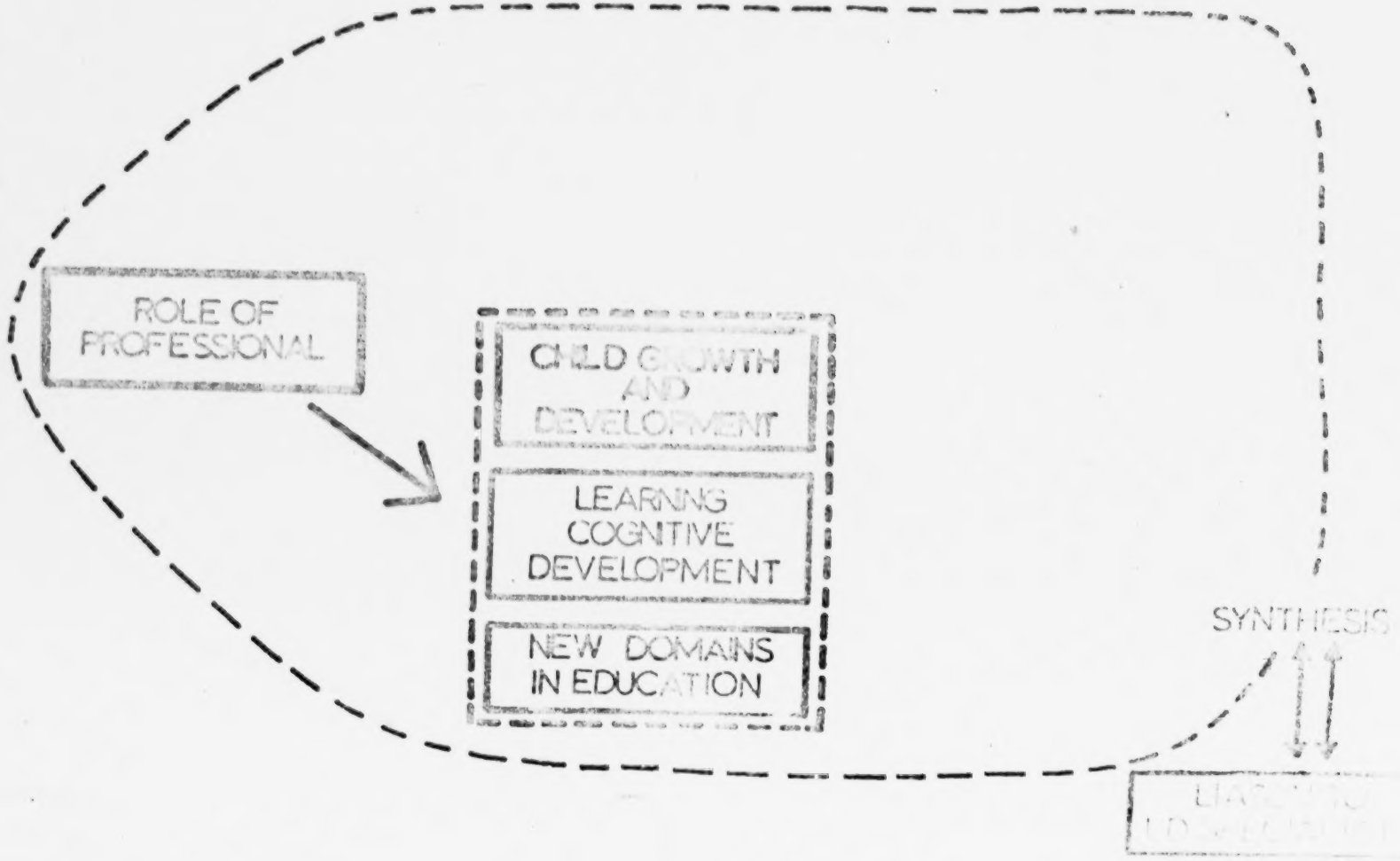
REPORTS GIVEN IN CLASS WITH DEMONSTRATIONS; CLASS DEMONSTRATIONS, INSTRUCTOR'S EXPLANATIONS; LEARNING ALL THE DIFFERENT TECHNIQUES AND HOW TO APPLY THEM - NOT RIGID BUT CAN MIX THEM UP TO SUIT YOUR CHILD; PRESENTATION OF REPORTS AND ADDITIONAL CLARIFICATION BY INSTRUCTOR; LEARNING NEW TECHNIQUES; MATERIALS; EXPLANATION OF TESTING; ORGANIZATION AND ACCESSIBILITY OF MATERIALS; SHARING OF IDEAS - ADOPTION OF DIFFERENT METHODS TO CHILDS' NEEDS. I FOUND COURSE VERY HELPFUL IN SUPPLYING IDEAS AND USE OF MATERIALS TO BE USED IN CLASSROOM SITUATIONS; BEING ABLE TO DIAGNOSE OR TO BE MORE AWARE OF SPECIFIC PROBLEMS OUR KIDS ARE HAVING; SEEING THE TECHNIQUES AND MATERIALS DEMONSTRATED; UNDERSTANDING OF SOME OF THE TERMINOLOGY OF THE AREA SO AS TO IMPROVE COMMUNICATION WITH SPECIALISTS, EXPLANATION OF RATIONALE FOR DIFFERENT LD PIONEERS HAS ADDED TO MY UNDERSTANDING OF WHY CHILDREN DIFFER IN WAYS THEY LEARN, METHODS OF DETERMINING WHERE DEFICIENCIES ARE; AUDIO-VISUAL AIDS USED, STUDENT PARTICIPATION IN DISCUSSING THE DIFFERENT STRATEGIES USED; GOOD EXPOSURE TO MANY TYPES OF PROGRAMS FOR THE REMEDIATION OF LD; DIFFERENT APPROACHES TO LD; FROSTIG; THE PART ON TESTING THE CHILDREN; THOSE PARTS WHICH HAVE BEEN VERY SPECIFIC IN DEMONSTRATING WHAT AND HOW TO PROCEED IN A GIVEN SIUTATION, I.E., THOSE WHICH CAN BE MOST DIRECTLY APPLIED TO WHAT I AM DOING WITH MY CHILDREN; TEXTBOOK, DEMONSTRATIONS.

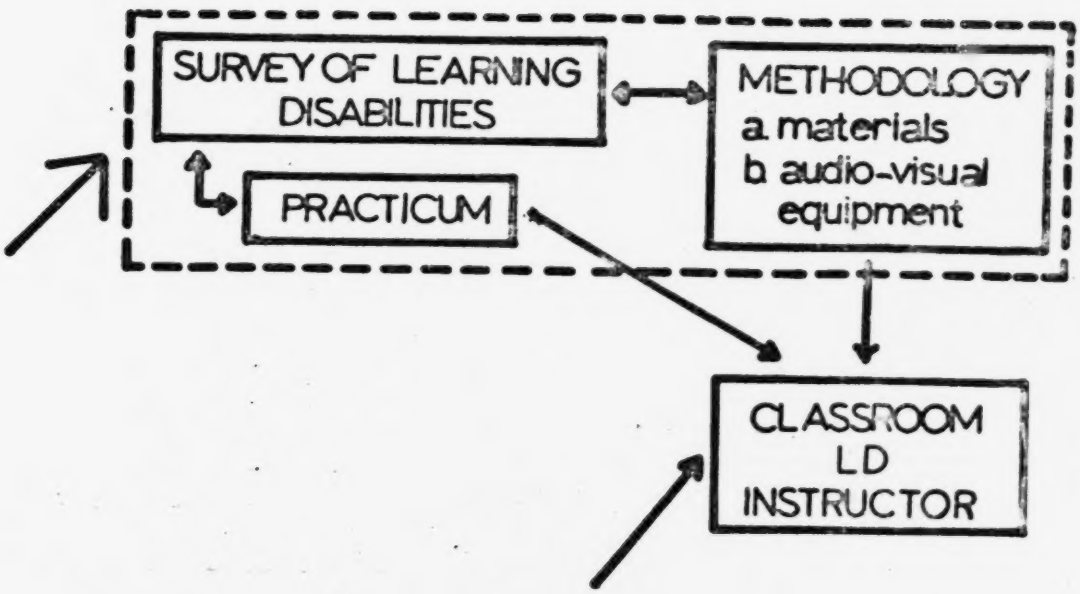
5. IF YOU COULD CHANGE THIS PROGRAM IN ORDER TO MAKE IT MORE USEFUL FOR PARTICIPANTS, WHAT CHANGE(S) WOULD YOU MAKE?

- PROGRAM HELPFUL ESPECIALLY FOR TEACHERS OF YOUNGER CHILDREN
- I THINK I WOULD HAVE MORE SESSIONS OR LONGER TIME FOR EACH SESSION, I WOULD ALSO LIKE TO KNOW HOW TO DETERMINE POINT AT WHICH TO BEGIN REMEDIAL TRAINING
- MAKE IT LONGER SO THAT STRATEGIES COULD BE GONE INTO MORE FULLY
- LONGER COURSE
- NOTHING IN PARTICULAR
- MORE DISCUSSION AND SHARING AMONG THE TEACHERS OF SOME OF THEIR COMMON PROBLEMS AND HOW THEY SOLVE THEM. SHARING SUCCESSFUL PRACTICES ALREADY IN USE
- I BELIEVE A WORKSHOP TYPE FORMAT WHERE SOME OF THE THINGS DISCUSSED COULD BE SEEN, HANDLED AND MAY BE REPRODUCED BY THE PARTICIPANTS
- MORE TIME TO LOOK AT AND SEE MATERIALS IN USE. PROGRAM HAS BEEN EXCELLENT IN DESCRIBING ACTIVITIES AND MATERIALS WHICH CAN BE TEACHER MADE. TREMENDOUS AMOUNT OF INFORMATION HAS BEEN DISSEMINATED.
- NO CHANGES, THE INSTRUCTOR PREPARED TO THE UTMOST FOR THIS COURSE. SHE IS WELL ROUNDED IN HER KNOWLEDGE OF LD. SHE IS VERY REALISTIC IN HER APPROACH.
- THE INSTRUCTOR HAS PRESENTED A WELL ORGANIZED, INTERESTING AND SUCCESSFUL COURSE. NO CHANGES ARE NECESSARY. THE INSTRUCTOR WAS WELL QUALIFIED AND KNOWLEDGABLE IN THE AREA OF LD.
- MORE APPLICATION OF TECHNIQUES LEARNED. NEED LONGER COURSE.
- INSTEAD OF INDIVIDUAL REPORT TEACHER LECTURES WOULD RATHER SPEND 1/2 THE TIME LEARNING THESE PEOPLE'S THEORIES AND HALF THE TIME DISCUSSING DOWN-TO-EARTH APPLICATION OF SOME WITHIN A NORMAL TEACHING CLASSROOM WITH CHILDREN NOT TOTALLY DISABLED.
- I WOULD LIKE FOR THE TEACHER TO LECTURE. GIVE EXAMPLE OF SPECIFIC PROBLEMS AND SPECIFIC WAYS TO SOLVE THEM.
- USE CHILDREN FOR DEMONSTRATIONS. REPORTS OF SUCCESS OF PROGRAMS USED. "OUTSIDE" EXPERTS IN AREAS.

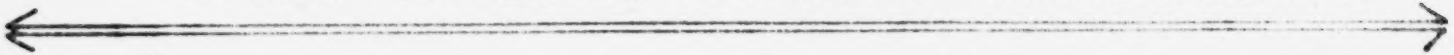
TOPICS	ACTIVITIES	MATERIALS
Definitions Terminology Types of disabilities Characteristics Observation and Performance Testing.	Instructor explains design of workshop Transparencies showing various symptoms Discussion of terminology	Transparencies View I/D/E/A filmstrip on Performance Testing Myklebust Pupil Behavior Rating Scale MEC Glossary of terms
Assessment and diagnosis of learning disabilities The Educationally Oriented Evaluation 1. language 2. speech 3. academic 4. psychological	Discussion of structured observation (using Myklebust Rating Scale or Ozer checklist) Examination of tests in the following categories a. auditory skills b. visual skills c. psychomotor skills (gross motor and fine motor skills)	Transparencies showing types of tests. Test file in each of the areas Bibliography ...of books ...of tests
Resource materials for learning disabilities; classroom strategies; ideas for constructing and creating instructional materials	Teachers participate in each of the following: a. ERIC demonstration of microfiche pertaining to classroom programing b. examination of resource materials in l.d. c. discussion and development of instructional materials	Microfiche #ED # 050 904 # 043 153 032 703

SCHEMA OF PROFESSIONAL TRAINING PROGRAM




SURVEY OF LEARNING DISABILITIES
METHODOLOGY
a. materials
b. audio-visual equipment
PRACTICUM
CLASSROOM LD INSTRUCTOR

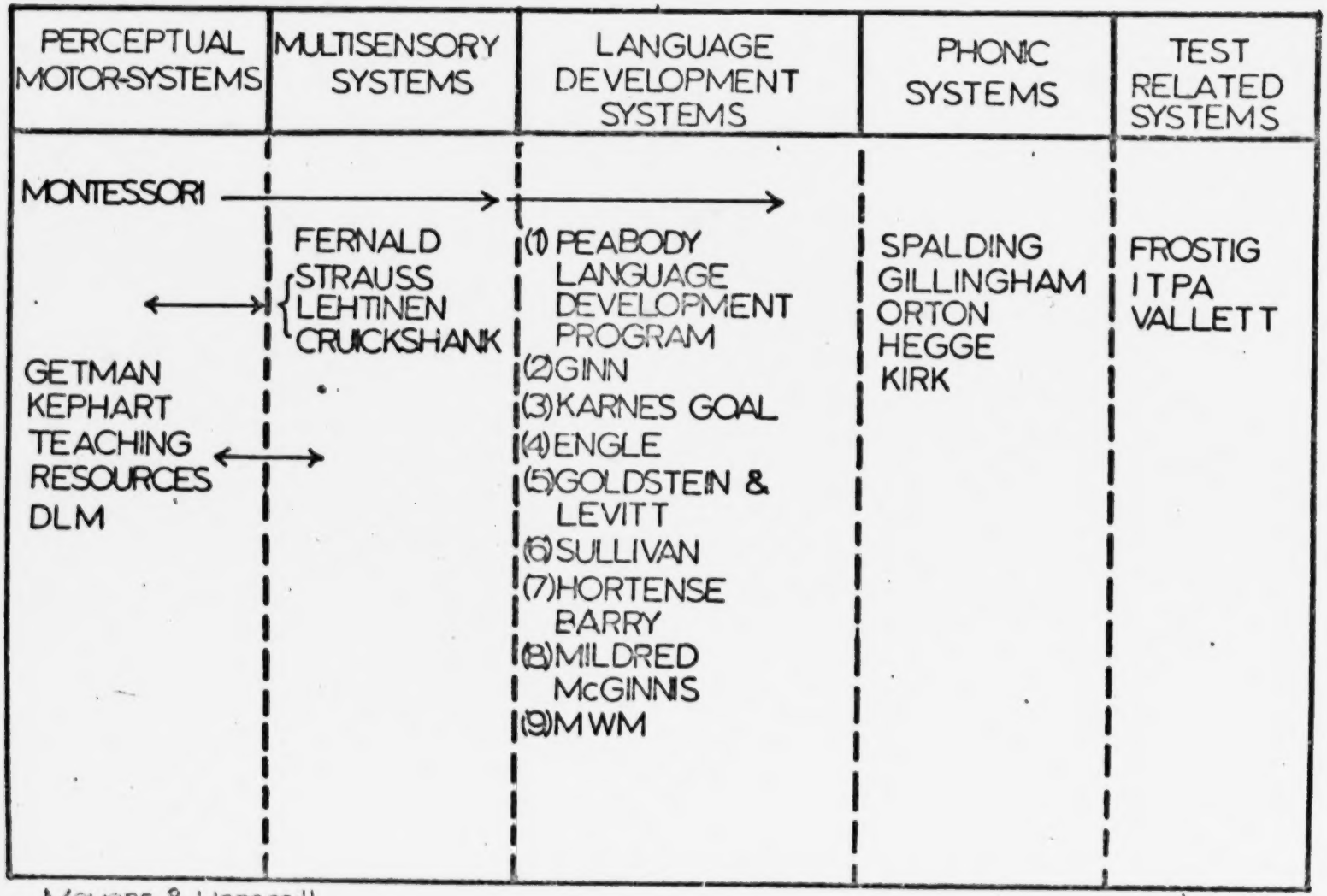
SPEECH LANGUAGE ACADEMIC PSYCHOLOGICAL



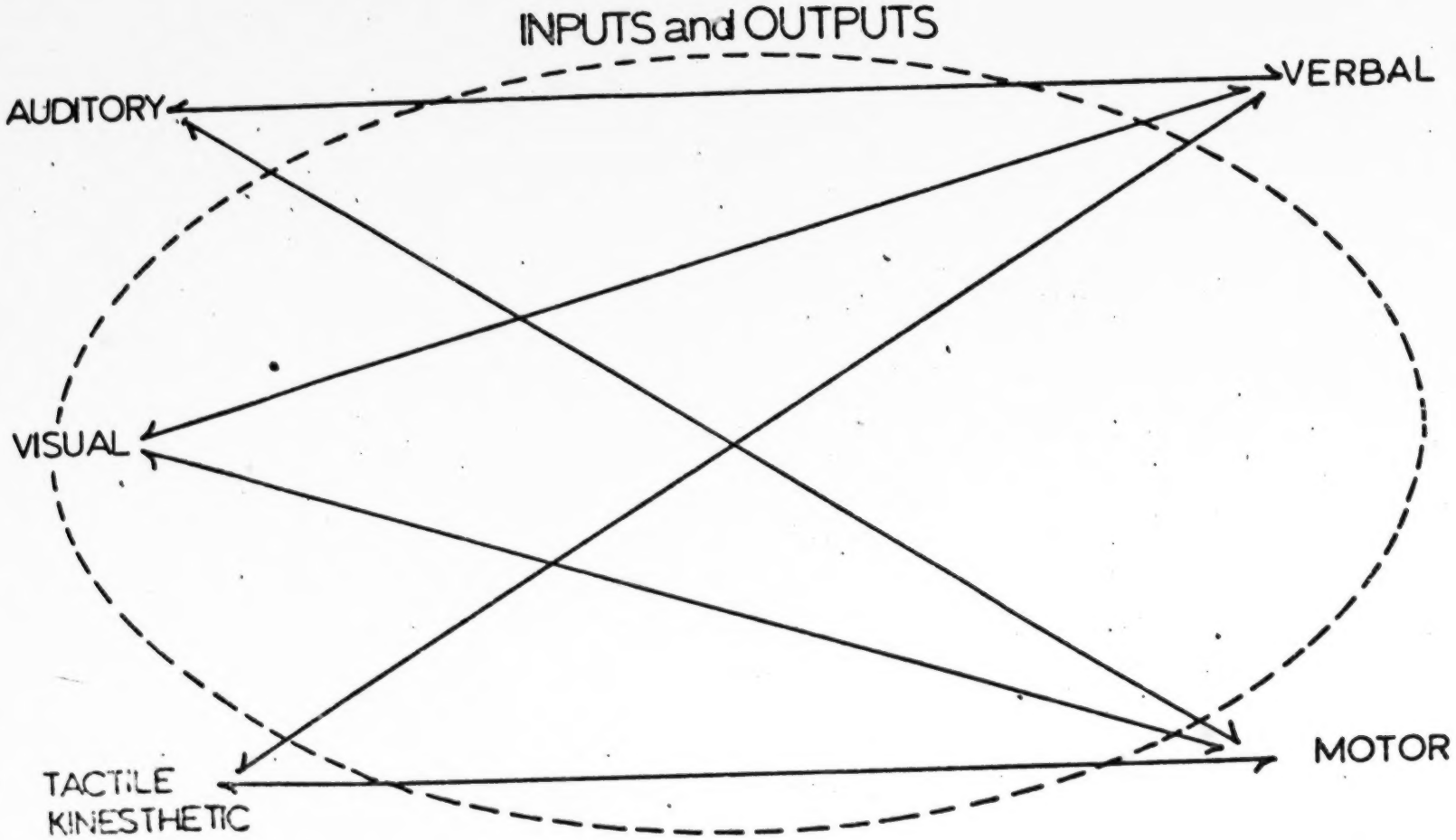
PERCEPTUAL MOTOR-SYSTEMS	MULTISENSORY SYSTEMS	LANGUAGE DEVELOPMENT SYSTEMS	PHONIC SYSTEMS	TEST RELATED SYSTEMS

Meyers & Hammill

SPEECH LANGUAGE ACADEMIC PSYCHOLOGICAL



Meyers & Hammill


INPUTS and OUTPUTS
VERBAL
AUDITORY
VISUAL
MOTOR
TACTILE
KINESTHETIC